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ABSTRACT

The Fullstream Project is a transition support system which focuses on including students who are 18-21 years old with moderate to severe disabilities at Collin County Community College in Texas. The project's vision is that the community college will become a lifelong center for growth and fellowship for individuals with disabilities. Fullstream Project students have the opportunity to expand their horizons in age-appropriate environments by exploring academic and recreational activities on the college campus. Students with disabilities are paired with student mentors who help them attend integrated college classes; who assist in class group work, homework, and social skill activities inside and outside of class; and who advocate for their "paired" student. Class work is modified and adapted by a certified special education teacher/inclusion facilitator. Students with disabilities are also working in the competitive work force with the support of job coaches and job developers. This conference presentation offers the project philosophy, objectives, admission and registration procedures, an outline of differences between high school and college, issues faced in project implementation, facilitator issues, student issues, student mentor issues, sample individualized education plans, and various forms used in project administration. (JDD)

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ED 380 919

# FULLSTREAM EMPOWERMENT FOR LIFE

Joint Project:

Collin County Community College District
Texas Rehabilitation Commission
Collin County Mental Health / Mental Retardation
Region 10 Education Service Center
Plano ISD
McKinney ISD
Collin County Special Education Cooperative

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EC 303792



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The FULLSTREAM Project is a transition support system which focuses on including students who are 18-21 years old, with moderate to severe disabilities on the community college campus. These students, rather than continuing to be present on a high school campus or immediately thrust into the world of employment, are involved in the FULLSTREAM Project and have the opportunity to expand their horizons in age appropriate environments. Students in the Fullstream transtion support system have the capacity to improve their basic education skills and explore other academic and recreational activities on the college campus. This project provides an environment which allows students with moderate to severe disabilities to develop to their maximum potential in fully inclusive settings.

Students with disabilities are paired with student mentors who help them attend integrated college classes, assist in class group work, homework, social skill activities inside and outside of class,and advocate for their "paired" student. Class work is modified and adapted by a certified special education teacher/inclusion facilitator. Students with disabilities are also working in the competitive work force with the support of job coaches and job developers as appropriate. Future directions of this Project include the development of certificate/ training programs which meet the needs of the business community and are open to all individuals.

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# Philosophy

Creating a vision in which all individuals with disabilities live and work in their own communities is one of the great challenges of the 21st century.
As educators we recognize the importance and significance of building communities around the individuals we serve. Communities are places were one can experience natural growth, a true sense of belonging, and perhaps most importantly, friendships.

As typical students without disabilities graduate from high school and move on to higher education they become a part of their college community. With this new group, students experience the challenge of growth, a sense of belonging to a fellowship devoted to life long learning, and the joy of making new friendships. The college is a community which supports students in learning decision making skills, improving their self esteem, identifying and pursuing individual career goals, and in recognizing and encouraging differences in others.

The college is the natural next step for many young adults as they move into the world of work. And it is often a place adults return to for additional training and information in later years.

FULLSTREAM'S vision is that Collin County Community College District (CCCCD) become a life long center for growth and fellowship for individuals with disabilities. This vision includes a place where each individual can pursue career goals, improve independent living skills, and experience enriched learning activities with students who are not disabled.

We believe that as the CCCCD philosophy so aptly states:

> "Within this context, the purpose of the college is to create an environment which will help people to: live creative, humane, ethical, healthy, and sensitive lives... relate to others openly and responsibly; generate the motivation to continue learning throughout life; recognizing that dignity and honor come from a task well done rather than from the status of a vocation; acquire the skills necessary for earning a living in a way that will promote the general welfare; and prepare for a beneficial use of leisure time.

These are goals which we would envision for all young adults.

## Presentation Objectives

**Participants will be able to identify two justifications for the development of the option of college for students 18-21 years of age with disabilities.**

**Participants will be able to identify from the presentation and the handout material the major components of a successful college program for students 18-21 years of age with disabilities.**

## College Program Objectives

FULLSTREAM focuses on including 18 to 21 year old students with disabilities on the community college campus. Rather than continuing to be present on a high school campus or immediately thrust into the world of employment, the students involved in the FULLSTREAM Project have the opportunity to expand their horizons in an age appropriate environment. Program goals focus on:

- improvement of basic academic skills
- acquisition of problem-solving skills
- enhanced self esteem
- exploration of recreational and academic activities on the college campus
- career development and targeted employment
- establishment of a viable friendship network within the college setting

### Student Mentors

FULLSTREAM students are supported in the CCCCD classroom by a CCCCD student mentor. CCCCD already employs students in a variety of jobs throughout the college and the student mentor program is an extension of what is already in place. The goal of the mentor is two-fold.

- to facilitate the learning of the student
- to promote positive peer relationships

### Grading

At the present time FULLSTREAM students are auditing classes a CCCC. This enables the student to adjust to the college setting and be successful in the classroom without the pressure of grades. Students are encouraged to participate in as much of the class as possible - including homework, labs, papers and tests.

## Orientation Packet

- Scantron Application Instruction Sheet
- Application for Admission
- Advising/Registration Ticket
- Student Data Form
- Schedule of Classes
- Student Handbook
- Collin County Community Catalog

**Collin County Community College**

Central Campus
2200 W. University Drive
P.O. Box 8001
McKinney, Texas 75069-8001
(214) 548-6790

Spring Creek Campus
2800 E. Spring Creek Parkway
Plano, Texas 75074
(214) 881-5790

# FULLSTREAM STUDENTS
# ADMISSION AND REGISTRATION PROCEDURES

I. Make an initial appointment with Tricia Nagorski (881-5974). At this meeting you will receive an overview of the college, admission, classes and registration materials.

II. Fill out forms.
- A. Application for Admission
- B. Registration/Advising Ticket (only name and address)
- C. Student Data Form

III. Before attending the second meeting, select two classes and one alternate.

IV. A. Make a second appointment with Tricia Nagorski and Cheri Doine for advising and registration.
Please bring:
1. Application
2. Registration/Advising Ticket
3. Student Data Form
4. Class Selection
5. Official High School Transcript
6. Provide Texas Residency Documentation (if Necessary)

B. At this meeting we will:
1. Complete the Admission Process
2. Confirm classes
3. Fill out the remainder of the registration/advising ticket
4. Fill out audit forms
5. Register
6. Have Student I.D. taken
7. Tour Campus (Time permitting)

*College Board:*

Carey Cox
*Chairman*

Tino Trujillo
*Vice Chairman*

Sue Willard Olivier
*Secretary*

James B. Dickson
*Treasurer*

E.T. Boon

J.R. (Bob) Collins

Gary Z. Harris

Glenn W. Justice

Margaret F. Reynolds

*President:*

John H. Anthony

(FULLSTREAM)

## COLLEGE ADMINISTRATOR ISSUES

- What classes?
- Which faculty?
- Funding?
- Coordination between agencies, college and school districts
- Promoting internally to president, board of trustees, as well a faculty, staff, other administrators
- State regulations and Texas Coordinating Board of Higher Education regulations
- Space! Office/classrooms for meetings, etc.

# DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE

## *"JOINT ISSUES FROM THE COLLEGE PERSPECTIVE"*

### 1. Contact Hours vs. Credit Hours

***Special Education Contact Hours--the average contact hours per day for each student in a high school setting is 6 hours per day or 30 hours per week.***

***College Credit Hours--the average Fullstream student's course load is 6 credit hours per week, which means that students spend approximately 6 hours per week in class. Additional hours may be required to complete lab assignments and homework; however, these additional activities are done on the students own time (they are not documented as contact hours).***

***THEREFORE, in order for the ISD's to receive complete funding for the Fullstream students, the Director of Project Fullstream must currently develop additional contact hours for these students (e.g. career planning, study skills, recreation and leisure time).***

### 2. Calendar Days

***ISD's Within Collin County--each ISD follows their own calendar. Therefore, Fullstream students from different ISD's would normally begin classes each semester at different times, have different holidays, and teacher work days.***

***CCCC--the college follows its own calendar which does not correspond to any of the ISD's calendars. Classes typically begin 1-3 weeks later each semester and end 2-3 weeks earlier each semester. All holidays and teacher work days also vary in relationship to the ISD's.***

***THEREFORE, what schedule do the Fullstream students follow--their ISD or the college? How will transportation be provided on days when the ISD is not in session but the college is in session? Who will supervise the students on campus when the Director is sick, attends a conference or participates in a teacher work day? How will contact hours be fulfilled for the ISD when the college is no longer in session for the semester but the ISD is in session?***

### 3. Admission and College Orientation

***At the college level, Fullstream students are treated the same as everyone else in order to fulfill the project's mission of mainstreaming them into college life. The college environment is significantly larger than most of the student's high schools, is less structured than high school and requires more maturity and independence on the part of the student.***

***THEREFORE, a college representative needs to be designated as the contact person for the Fullstream students on campus. This representative needs to provide an orientation session for each student and their parents to explain the differences between high school and college, how***

*to fill out admission and registration forms, explain the Fullstream Program and the students responsibilities. Although this is an extremely time consuming process, it is a very rewarding one.*

## 4. Registration and Class Scheduling

*Registration and class scheduling is a very technical process. In coordinating this effort for the Fullstream program, many variables must be considered Each individual student's schedule must be tailored to the rest of the program in order for Fullstream to run efficiently.*

*THEREFORE, Fullstream students need to have their IEPs completed by the end of the second month of classes, in order to early register for the next semester. If a student does not register early, and if a class is full, the student then must choose an alternative from the specified list of classes if space is still available in those classes.*

*Student schedules must also be coordinated with ISD bus schedules, student work schedules and tutor/mentor availability. In addition, in order to keep a mainstream approach to college life, students in the program are limited to one Fullstream student per college class. This eliminates the excessive demands on the instructor and the classroom environment.*

## 5. Auditing Classes vs. Taking Classes for College Credit

*At the present time, all Fullstream students are auditing their college classes. The reasons are two-fold. First, Texas state legislature has implemented a college-level skills assessment test entitled Texas Academic Skills Program (TASP) which measures strengths and weaknesses in reading, writing and mathematics. All students that do not have 3 semester hours of college credit prior to the fall of 1989 are required to take the test. Also, students must take the TASP Test before the end of the semester in which they earn their ninth college credit hour. If a student does not pass the TASP Test, he/she is required to participate continuously in remedial skills courses. At the present time Fullstream students are participating in the lowest level of remedial courses available at the college and are having difficulty passing these classes.*

*The second reason courses are audited is due to the academic requirements of all college classes. Most courses require extensive out-of-class work (e.g. projects, text to be read, and lab components). These requirements make it extremely difficult for the majority of Fullstream students to take college courses for credit. In college, all students are required to successfully complete class requirements in order to pass a course. Reasonable accommodations can be made to meet ADA and the 504 Rehabilitation Act; however, course content modifications cannot be made to the degree necessary for most Fullstream students to successfully pass a course with a letter grade.*

*An additional issue related to auditing classes is that CCCC is not reimbursed by the State of Texas for classes that are audited. Consequently, the college is concerned about the number of audited classes that Fullstream students take each term.*

# ISSUES WE FACED

By: Directors of Special Education

**HOW TO BEGIN:**

How to blend philosophies, wants and needs?
- Between school districts
- Between school districts and college
- Between school districts and parents and students
- Between parents and students

**FUNDING:**

Where to find the monies?
- Grants
- From each district

Who will be the fiscal agent?
- One of the districts
- The Community College
- Responsibilities

**TEACHER:** Under contract to which school?
- TTAS
- Inservice days
- Duties
- Grades
- Substitutes

**CALENDAR:**

Which one to use?
- School districts'
- College's
- Fullstream's

**TRANSPORTATION:**

How do the students go?
- Public
- School district
- Individual
- Coordinating with students' jobs

**GRADES:**

Who, how and where?
By semester
For college subjects
For Fullstream subjects
Credits for time on campus-not in class

Mary Jane Wilson, Collin County Special Education Cooperative
Kathleen Seei, Plano ISD
Pat Rodgers, McKinney ISD

# COMPARISON IN FUNDS AND COST
# FULLSTREAM COLLEGE BASED PROGRAM
## VS
# HIGH SCHOOL CONTINUING EDUCATION PROGRAM
## 5 students - 3 days per week

| | COLLEGE BASED (MULTIDISTRICT) | HIGH SCHOOL BASED (VAC) | NOTES |
|---|---|---|---|
| STATE ALLOCATION FULLSTREAM STUDENTS | $30,565 | $25,990 | NOTE 1 |
| DISTRICT COSTS | | | |
| TRANSPORTATION | | | |
| ESTIMATED ANNUAL | $5,049 | $1,000 | NOTE 2 |
| SHARED ADJUSTMENT | ($833) | $0 | NOTE 3 |
| TOTAL COST | $4,216 | $1,000 | |
| COMMUNITY BASED INSTRUCTION COSTS | $10,000 | $10,000 | NOTE 4 |
| TOTAL PROGRAM COST | $14,216 | $11,000 | |
| DIFFERENCE IN FUNDS AND COST | $16,349 | $14,990 | |

NOTE 1: BASED ON TEA SUPPLIED INSTRUCTIONAL ARRANGEMENT AVERAGES
($6,113. per student multidistrict
$5198. per student VAC)

NOTE 2: ESTIMATE FROM TRANSPORTATION DEPARTMENT
($17/hour X 3 hours/day X 3 Days/week X 33 weeks = $5,049)

NOTE 3: SHARED COST WITH ANOTHER SCHOOL DISTRICT (1/6 OF COST)

NOTE 4: DESIGNATED FUNDS FOR JOB PLACEMENT AND COACHING

**Sample of Justification**
**Letter to Superintendent**

DATE: _____

TO: ASSISTANT SUPERINTENDENT FOR INSTRUCTION

FROM: _____, SPECIAL EDUCATION DIRECTOR

SUBJECT: TRANSPORTATION/BUDGETARY RESPONSE

(The following information will serve as justification for service to be offered to students in transition into the community after high school,)

EXISTING VOCATIONAL PROGRAM (PRIOR TO FULLSTREAM) FOR MENTALLY HANDICAPPED STUDENTS EXPECTED TO AGE OUT AT AGE 22 RATHER THAN GRADUATE:

Prior to 1991-92 school year, students who were mentally handicapped either were placed in competitive jobs or they were placed at a sheltered workshop (ICS) located in _____. They aged out at 21 until graduation rules changed in 1990. Most of our students prior to 1991 were able to find competitive jobs, with the exception of the most severely handicapped. We had $12,500.00 set aside in the budget for contract services with MHMR who ran the ICS workshop. This money was designated for job coaching and community based instruction for these particular students.

Our students had the option to return to our classes after their 12th year for regularly scheduled classes as we continued to work toward finding them jobs, or to stay at home. If they chose not to come to school, no money was generated. If they came to school they generated money as a VAC students - $5,198.00 on the average per student. Expenditures included community based instruction and travel to those training sites.

Because _____ ISD has a large number of students who are not able to be competitively employed and because the ICS sheltered workshops are now being used for residents coming out of the state homes, PROJECT MOVE was contracted with for the 1991-92 school year. PROJECT MOVE is a nonprofit organization funded by the United Way agency whose sole purpose is to support mentally handicapped individuals in their search for jobs and to supply on the job training when the job is secured. Because of the severity of the handicapped students coupled with the bad economic conditions, _____ businesses were not open to hiring them. Thus only 2 of the 5 students actually were placed on jobs.

We began to look at other options which would offer the students opportunity to search for jobs outside of _____ . The FULLSTREAM program designed just for those students seems to be that opportunity.

## FACILITATOR ISSUES

- Instructor's understanding of students
- Student acceptance by college in general
- Enough mentors for the number of classes/students
- Mentors showing up on time for classes
- Ability to modify and adapt classroom material to an appropriate level
- Enough time to individually meet on regular basis with instructors to deal with and head off problems/issues as they rise
- Enough time to assist students outside of class with work and assignments
- Opportunity to meet with college staff in leisure setting
- Amount of paperwork involved with registration and textbook and tuition process
- Personnel needs--assistant to fill in classes when mentors' out and to assist students with labs, study skills, and daily issues
- Materials at age-appropriate level
- Level of classwork and student performance

## TYPICAL FACILITATOR DAY

8:00 Arrive at office; return phone calls, go over my daily schedule, go over student's daily schedule, and go over mentors' daily schedule. Work on any materials that need adapting.

8:30- 9:00 Students begin to arrive; direct to classes; deal with any problems/situations (homework/transportation/personal/financial)

9:00- 10:00 Assist students with homework, assist with labs, mentor in classes

10:00- 11:00 Teach career development class 2 days/study skills 3 days

11:00- 12:00 Teach math class 1 day/study skills 4 days

12:00- 1:00 Assist with lunches as needed; eat lunch

1:00- 2:00 Study skills/labs with students

2:00- 3:00 Study sills with students

3:00- 5:00 Office work/meet with instructors/adapt materials/return calls/inservices/tours/meetings/ARD'S

## STUDENT ISSUES

- Classes too hard
- Can't find classes
- Bus comes late/doesn't show
- Need help with homework, papers and tests
- Lost I.D.
- Forgot books/paper/pencils/homework; no materials for class
- No table in lunchroom available to eat at
- Nothing to do between classes; nobody to talk to

## TYPICAL STUDENT DAY

8:30-9:00 Arrive by public transportation or by bus through school district

9:00-10:00 Classes with student mentors

10:00-11:00 Classes with student mentors/labs/study skills

11:00-12:00 Classes with student mentors/career development seminar

12:00-1:00 Lunch
VAC students leave for work

1:00-2:00 Lab/study skills in library/class with student mentor

2:00-3:00 Lab/study skills in library/class with student mentor

3:00-3:30 Leave campus for home

# WEEKLY SCHEDULE

NAME Lisa PHONE 206

ADDRESS SS# TERM Spring '93

| | MON | TUES | WED | THUR | FRI | SAT | SUN |
|---|---|---|---|---|---|---|---|
| 7:00 a.m. | | | | | | | |
| 8:00 a.m. | VAC | | VAC | | VAC | | |
| 9:00 a.m. | | 9:30-10:50 Per. Dev't | | 9:30-10:50 Per. Dev't | | | |
| 10:00 a.m. | | | | | | | |
| 11:00 a.m. | 11-11:50 Writing B114 | 11-12:00 LAB | 11-11:50 Writing | 11-12:00 LAB | 11-11:50 Writing | | |
| 12:00 noon | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | | |
| 1:00 p.m. | 1-2:00 Study Skills | 1-2:00 Study Skills | 1-2:00 Study Skills | 1-2:00 Study Skills | 1-2:00 Study Skills | | |
| 2:00 p.m. | | 2-3:30 Aerobic Dance A107 | 2:00-3:00 LAB | 2-3:30 Aerobic Dance | | | |
| 3:00 p.m. | | Baker | | | | | |
| 4:00 p.m. | | | | | | | |
| 5:00 p.m. | | | | | | | |
| 6:00 p.m. | | | | | | | |
| 7:00 p.m. | | | | | | | |



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Date of Meeting:
9-11-92

☐ Admission
☒ Review
☐ Dismissal

**PLANO INDEPENDENT SCHOOL DISTRICT**
**ADMISSION REVIEW DISMISSAL (ARD) COMMITTEE**

Student Name: Lisa Age: 21 Sex: F
Birthdate: ____ Grade: ____ School: Collin County Comm. College ID#: ____
Parent: ____ Phone: ____
Home Address: ____

☐ Yes ☒ No Was an interpreter used to assist in conducting the meeting? If Yes, specify language: ____

Review of Assessment Data
Assessment Reports:
Comprehensive Individual Assessment: 4-8-92 (Date of report)

Assessments for related services: Specify:

____ (Name of service) ____ (Date of report)

____ (Name of service) ____ (Date of report)

Vocational Assessment: 4-92 (Date of report)

___ Records from other school district(s): Test date: ____
X Information from parents/student
X Information from school personnel
___ Information/records from other agencies or professionals

☐ Yes ☒ No Additional assessment information was discussed.
☐ Yes ☒ No Additional assessment needed?
____ Specify time line for completion

**DETERMINATION OF ELIGIBILITY**
Based on the assessment data reviewed, the committee has determined that the student:

X meets eligibility criteria for: Mentally Retarded
HANDICAPPING CONDITION

_____ does not meet eligibility criteria as a handicapped student

# DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PLAN (IEP)

☒ Yes ☐ No The ARD Committee reviewed achievement on previous short-term objectives on the IEP ( applicable to all but initial ARD meetings.)

## PRESENT COMPETENCIES

**PHYSICAL**, as it affects participation in instructional settings and physical education:

☒ Yes ☐ No The student is capable of receiving instruction in the classroom without special modifications or arrangements. If no, describe physical condition that interferes with instruction:

Lisa wears glasses.

☒ Yes ☐ No The student is capable of receiving instruction in the essential elements of physical education through the regular program without modification or adaptation. If No, address teaching/learning style adaptations on page 7, or include goals and objectives for adapted P.E.

**BEHAVIORAL**, as it affects educational placement, programming, or discipline:

☒ Yes ☐ No The student is capable of receiving instruction ~~in~~ the classroom without special placement, programming, or discipline. If No, describe interfering behaviors:

☒ Yes ☐ No The student is capable of complying with PISD'S Discipline Management Program without modification. If No, attach *IEP Supplement, Behavior Management Plan.*

## DEVELOPMENTAL COMPETENCIES:

Indicate appropriate content areas to ensure instruction in a well-balanced curriculum if instruction in the core objectives is not appropriate. Indicate developmental levels.

N/A

## ACADEMIC COMPETENCIES:

Indicate the instructional levels as determined by criterion testing, diagnostic assessments, etc.

| CURRICULUM AREA | INSTRUCTIONAL LEVEL |
|---|---|
| Reading | 3.2 |
| English | 2.2 |
| Spelling | 2.2 |
| Math | 2.1 |
| | |
| | |
| | |

INDIVIDUALIZED EDUCATION PLAN

9-8-92
Date Drafted

Content Area: Safety + First Aid (specify)

9-11-92
Date ARD Committee Approved

Lisa
Name of Student

Collin County Community College
School

12
Grade

Duration of Services from: 8/17/92 (mo/day/yr) to 5/93 (mo/day/yr)

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: To increase students understanding of first aid.

| Short-term Objectives: The student will be able to: | P = Progress Observed M = Mastery Attained 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Give first aid for choking. | | | | | | |
| 2. Recognize when someone needs CPR. | | | | | | |
| 3. Understand the emergency medical system. (EMS) | | | | | | |
| 4. Understand how to reduce the risk of injury to children and infants. | | | | | | |
| 5. Understand how to keep an injured person safe from further injury and as comfortable as possible until medical care arrives. | | | | | | |

Content Area:

Vocational Adjustment Class
(specify)

9-11-92
Date
ARD Committee
Approved

Lisa
Name of Student

Collin County Community College 12
School Grade

Duration of Services from: 8/7/92 to 5/93
mo/day/yr mo/day/yr

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: To increase student's employability.

| Short-term Objectives: The student will be able to: | P = Progress Observed M = Mastery Attained | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Arrives at work on time | | | | | | |
| Uses time card correctly | | | | | | |
| Attends work regularly | | | | | | |
| Calls employer when unable to get to work | | | | | | |
| Follow correct time schedule for break/lunch | | | | | | |
| Remains in work area until all work is completed | | | | | | |
| Completes work independently | | | | | | |
| Corrects mistakes | | | | | | |
| Completes job in allotted time | | | | | | |
| Volunteers for other jobs | | | | | | |
| Follows instructions | | | | | | |
| Accep[illegible] criticism | | | | | | |

# INDIVIDUALIZED EDUCATION PLAN

Date Drafted

Content Area:

VAC
(specify)

Date
ARD Committee
Approved

Lisa
Name of Student

[redacted] CCCC 12
School Grade

Duration of Services from: _____ to _____
mo/day/yr mo/day/yr

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: _____

| Short-term Objectives: The student will be able to: (P = Progress Observed, M = Mastery Attained) | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Asks for help when needed | | | | | | |
| Cooperates with other employees | | | | | | |
| Refrains from unnecessary communication | | | | | | |
| | | | | | | |
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INDIVIDUALIZED EDUCATION PLAN

9-8-92
Date Drafted

Content Area:
Design I
(specify)

9-11-92
Date ARD Committee Approved

Lisa
Name of Student

Collin County Community College 12
School Grade

Duration of Services from: 8/17/90 to 5/93
mo/day/yr mo/day/yr

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: To increase student's creative expression through 2 dimensional form.

| Short-term Objectives: The student will be able to: | P = Progress Observed M = Mastery Attained 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Understand 2-dimensional form. | | | | | | |
| 2. Complete projects in a timely manner. | | | | | | |
| 3. Increase awareness of art forms (2/3 dimensional) | | | | | | |
| 4. Improve art techniques (drawing / painting / graphic art) | | | | | | |
| 5. Define and demonstrate safety procedures in art room. | | | | | | |
| 6. Understand the 4 types of lines (horizontal, vertical, diagonal, curved) | | | | | | |

INDIVIDUALIZED EDUCATION PLAN

7-0-92
Date Drafted

Content Area:
Recreation/Leisure
(specify)

9-11-92
Date ARD Committee Approved

Lisa
Name of Student

Collin County Community College
School

12
Grade

Duration of Services from: 8/17/92 (mo/day/yr) to 5/93 (mo/day/yr)

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: To increase student's understanding/use of recreational activities.

| Short-term Objectives: The student will be able to: (P = Progress Observed, M = Mastery Attained) | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Utilize gym during recreation hours. | | | | | | |
| 2. Utilize weight room during recreation hours. | | | | | | |
| 3. Utilize tennis courts during recreation hours. | | | | | | |
| 4. Utilize theatre center correctly. | | | | | | |
| 5. Utilize courtyard area correctly. | | | | | | |
| 6. Utilized student activity center. | | | | | | |
| | | | | | | |

INDIVIDUALIZED EDUCATION PLAN

9-8-92
Date Drafted

Content Area:
~~Study Skills~~
(specify)

9-11-92
Date ARD Committee Approved

Lisa f.
Name of Student

Collin County Community College 12
School Grade

Duration of Services from: 8-17-92 to 5/93
mo/day/yr mo/day/yr

Evaluation Procedures: Progress will be evaluated at the end of each six weeks.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Goal: To improve student's study skills.

| Short-term Objectives: The student will be able to: | P = Progress Observed M = Mastery Attained 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. Use library correctly. | | | | | | |
| 2. Use card catalog correctly with assistance. | | | | | | |
| 3. Write 5 ~~paragraph~~ page report. | | | | | | |
| 4. Use word processing program with assistance. | | | | | | |
| 5. Follow outline. | | | | | | |
| 6. Understand course syllabus. | | | | | | |
| 7. Increase note-taking abilities. | | | | | | |
| 8. Ask for assistance when needed with class assignments. | | | | | | |
| 9. Meet deadlines/turn in reports on time. (work) | | | | | | |
| 10. Improve basic spelling/punctuation skills. | | | | | | |

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## SERVICES TO BE PROVIDED

Subjects in which the student receives a special education grade are those subjects in which the content and/or instructional level has/have been modified. These subjects will be denoted by an "S" or "SL" on the report card and transcript.

| GRADE: 12<br>START DATE: 8/17/92<br>END DATE: 5/93 | REGULAR EDUCATION TIME | SPECIAL EDUCATION TIME | GRADES/PROGRESS DETERMINED BY | | | SP. ED. GRADE? | |
|---|---|---|---|---|---|---|---|
| | | | REG. ED. | SP. ED. | JOINT | YES | NO |
| **LANGUAGE ARTS** | | | | | | | |
| Reading | | | | | | | |
| Language/English | | | | | | | |
| [redacted] Study Skills | | ✓ | | ✓ | | ✓ | |
| **MATH** | | | | | | | |
| **SCIENCES** | | | | | | | |
| [redacted] Design I | ✓ | | | | ✓ | ✓ | |
| Social Studies | | | | | | | |
| [redacted] Vocational | | ✓ | | ✓ | | ✓ | |
| [redacted] Safety + First Aid | ✓ | ✓ | | | ✓ | ✓ | |
| Speech Therapy | | | | | | | |
| Recreation/Leisure | | ✓ | | ✓ | | ✓ | |

**The related service(s) for this student is/are:**

Times per week

- ☐ Physical therapy _____
- ☐ Occupational Therapy _____
- ☐ Audiological services, attach IEP supplement _____
- ☐ Other _____ _____
- ☐ Transportation _____
  - ☐ Student is unable to ride regular PISD transportation for the following reasons:

_____

_____

Total time in special education, including related services: 5 hrs per day

Total time in regular education: 1 hr per day

**If student requires special education services for 50% or more, of the school day, please complete ARD/IEP Supplement "Least Restrictive Environment" (IEP-5A) BEFORE identifying campus and instructional arrangement.**

# ARD/SUPPLEMENT
## LEAST RESTRICTIVE ENVIRONMENT JUSTIFICATION

Evidence that removal of student from regular education environment occurs only when the nature and severity of handicap is such that education in regular classes, including art, music, and PE with the use of supplementary aids and services, cannot be achieved satisfactorily is based on:

**A review of the student's educational status documented in the eligibility folder indicates that the student has not achieved satisfactorily with the use of supplementary aids and services. Evidence presented includes:**

| Date | | Date | |
|---|---|---|---|
| 4/91 | Information from district staff | _____ | Psychological data |
| 4/91 | Information from parents | _____ | Medical data |
| 5/92 | Assessment data | _____ | Related services data |
| 4/92 | Grades/achievement data | _____ | Other |

**Regular education alternatives tried or considered include:**

- ☐ Chapter 1/compensatory education
- ☐ School health services
- ☐ Bilingual classes
- ☐ ESL
- ☑ Tutorials/TEAMS/TAAS remediation
- ☐ Pre-K program
- ☐ Other _____
- ☐ Alternative Education Program (TRAC)
- ☐ Adaptive equipment
- ☑ Special education supplementary aids and services (e.g. team teaching, learning center, paraprofessional in a regular classroom, less than 50% special education instruction)
- ☐ Other _____

**In selecting the least restrictive environment, the following potentially harmful effects were considered:**

- ☑ Increased student frustration/stress
- ☑ Decreased student self-esteem/worth
- ☐ Increased difficulty with distractions/disruptions of regular environment
- ☐ Increased difficulty controlling behavior
- ☐ Other _____
- ☐ Increased safety concerns caused by physical aspects
- ☑ Increased difficulty completing tasks
- ☑ Excessive time required to master educational objectives
- ☑ Wide difference in developmental levels causes isolation

**Opportunities for this student to participate in nonacademic and extracurricular activities.**

A. The ARD Committee assures that this student is provided the opportunity to participate on the same basis with nonhandicapped students to the maximum extent appropriate in all nonacademic and extracurricular activities.

☑ YES ☐ NO If NO, complete B & C.

B. This student does not have the opportunity to participate with nonhandicapped peers in the following:

- ☐ Meals
- ☐ Graduation Exercises
- ☐ Sports/athletics
- ☐ Cheerleading
- ☐ Student Council
- ☐ Yearbook/newspaper
- ☐ Fund Raising Activities
- ☐ Regular education routines (homeroom assignments, use of lockers, class changes, etc.)
- ☐ Assemblies
- ☐ Field Day Activities
- ☐ Drill Team
- ☐ Other: _____
- ☐ Field Trips
- ☐ Recess
- ☐ Band

C. If any of the above items are checked, please document why the ARD committee is excluding this student from the opportunity to participate based on student's individual needs and abilities: _____

☑ YES ☐ NO The ARD committee assures that this student is being educated with nonhandicapped students to the maximum extent appropriate to his/her overall educational needs (including academic and developmental areas such as language and social).

## ADDRESS THE FOLLOWING FOR STUDENTS IN GRADES 6 - 12:



**VOCATIONAL COMPETENCIES:**
(This must be addressed before entry into high school or by age fourteen.)
Lisa works parttime at Spaghettis restaurant. She is a part-time VAC student.

**GRADUATION**

✓ A four-year plan has been developed and/or reviewed.

___ The ARD committee recommends graduation as the student has completed requirements specified in the IEP.

___ The student has met academic requirements for graduation applicable to nonhandicapped students.

**INDIVIDUAL TRANSITION PLAN**

X The current individual transition plan developed on (date) 3/92 was reviewed and considered.

___ Goals and objectives were reviewed and/or developed for the anticipated learner outcomes as specified in the individual transition plan.

**EXIT LEVEL** **SKILLS ASSESSMENT (TAAS)**

___ The exam is not given at this grade level

This student:

✓ is exempt from all portions of the exam

___ will take all portions of the exam or

___ will take ☐ writing, ☐ reading, ☐ math

**Modifications in Procedures:**

___ signing for students with a hearing impairment
___ oral response or typed response if the student is unable to record machine readable responses or produce a written composition
___ individual administration of exam (Student may read aloud as s/he works.)
___ large print or Braille version
___ mathematics test questions and answer choices read aloud
___ placement of color transparency over the test
___ use of a place marker

## DETERMINATION OF PLACEMENT

Placement alternatives reviewed including services in regular and compensatory education for which the student is eligible and additional services discussed (include consideration of occupational training needs for students at or before entry into high school): PESH

## INSTRUCTIONAL ARRANGEMENT

The committee determined that the student's placement will be at: Collin County Community College
(name of campus)

in the following instructional option:

| | |
|---|---|
| ___ mainstream | ___ VAC |
| ___ resource room | ___ homebound |
| ___ self-contained, mild to moderate | ___ hospital class |
| ___ self-contained, severe | ___ speech therapy |
| ___ multi-district class | X community class |

☒ Yes ☐ No This is the campus which the student would attend if not handicapped. If No, explain: _____

NA ☐ Yes ☐ No Parents have been provided information about the Texas School for the Blind and Visually Impaired or Texas School for the Deaf if student is visually or auditorially handicapped or deaf-blind.

NA ☐ Yes ☐ No For visually impaired and/or students served by regional day school programs, attach appropriate IEP supplement.

## DISCUSSION OF EXTENDED YEAR SERVICES (EYS)

☐ Yes ☒ No Regression-recoupment data indicate a need for EYS. If Yes, attach an EYS supplement.

## (TAAS) SKILLS ASSESSMENT

___ The exam is not given at this grade level

The Student:
- ✓ is exempt from the exam
- ___ will take all portions of the exam or
- ___ will take ☐ Writing ☐ Reading ☐ Math

Modifications in Procedures:
- ___ signing for students with a hearing impairment
- ___ oral response or typed response if the student is unable to record machine readable responses or produce a written composition
- ___ individual administration of exam (Student may read aloud as s/he works.)
- ___ large print or Braille version
- ___ mathematics test questions and answer choices read aloud
- ___ placement of color transparency over the test
- ___ use of a place marker



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## TEACHING STYLE/LEARNING STYLE ADAPTATIONS

**STUDENT:** Lisa

The following adaptations have been approved by the ARD committee and must be provided. Regular education teachers are responsible for notifying special education teachers of the failure to maintain 70% mastery in the essential elements.

**COURSE / CURRICULUM AREA**

| | |
|---|---|
| Reading level: | 3.2 |
| English level: | 2.2 |
| Math level: | 2.1 |
| Spelling level: | 2.2 |

Behavior Management Plan?

| Yes | No |
|---|---|
| | X |

If "Yes", attach.

| ADAPTATIONS | Safety and First Aid | Design / | Vocational | Recreation & Leisure | Study Skills |
|---|---|---|---|---|---|
| Assignment notebooks | | | | | ✓ |
| Assignments-shortened | ✓ | ✓ | | | |
| Assistance-evacuation | | | | | |
| Assistance-note taking | ✓ | | | | |
| Braille | | | | | |
| Calculators | | | | | |
| Computer use | | | | | |
| Lectures-taped | | | | | |
| Other | | | | | |
| Preferential seating | | | | | |
| Repeated review/drill | | | | | |
| Special equipment | | | | | |
| Study sheets | ✓ | ✓ | | | ✓ |
| Tests-extended time needed | ✓ | ✓ | | | |
| Tests-reformated if needed | ✓ | ✓ | | | |
| Tests-oral | | | | | |
| Text&worksheets-large print | | | | | |
| Text-highlighted | | | | | |
| Text-taped | | | | | |
| Student Mentor | ✓ | | | | |

## STUDENT MENTOR ISSUES

- Not having enough information about FULLSTREAM students
- Not knowing how much/little to do for the students
- Medical concerns
- Not knowing exactly what you can and can't say about the students to others
- Uncertain as to how classes are run and exactly what to do with some instructors

INSTRUCTOR: _____

PROJECT FULLSTREAM.....PROVIDING AN AGE APPROPRIATE LEARNING ENVIRONMENT FOR STUDENTS WITH DISABILITIES.

THE FOLLOWING STUDENT(S) WILL BE IN ONE OF YOUR CLASSES THIS SPRING. I WILL BE CONTACTING YOU PRIOR TO THE BEGINNING OF SPRING CLASSES TO GIVE YOU MORE INFORMATION ABOUT PROJECT FULLSTREAM AND THE STUDENT(S). I LOOK FORWARD TO A SUCCESSFUL EDUCATIONAL PARTNERSHIP WITH YOU.

| STUDENT | SS# | CLASS/TIME |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

THINGS FACILITATOR CAN DO TO ASSIST INSTRUCTOR IN CLASS:

1. ASSIGN STUDENT MENTOR TO FULLSTREAM STUDENT.
2. ADAPT MATERIALS: RETYPE HANDOUT, HIGHLIGHT TEXT, ETC.
3. ASSIST IN CLASSROOM WHEN TEACHER NEEDS HELP WITH PROJECTS, ETC.
4. MAKE SURE FULLSTREAM STUDENTS HAVE BOOKS/SUPPLIES FOR CLASS.
5. BRING IN SUPPLEMENTAL WORKSHEETS/BOOKS TO ASSIST FULLSTREAM STUDENTS.
6. READ TESTS TO FULLSTREAM STUDENTS.
7. TALK TO CLASS ABOUT STUDENTS WITH DISABILITIES.
8. OTHER NEEDS AS ARISE.

THINGS FACILITATOR CAN DO TO ASSIST STUDENTS OUTSIDE OF CLASS:

1. READ TEXT/HANDOUTS TO STUDENTS.
2. ASSIST STUDENTS WITH HOMEWORK ASSIGNMENTS.
3. ASSIST STUDENTS WITH LAB REQUIREMENTS.
4. ASSIST STUDENTS WITH RESEARCHING, WRITING, AND TYPING PAPERS.
5. ASSIST STUDENTS WITH PREPARATIONS FOR IN-CLASS PRESENTATIONS.
6. READ TESTS TO STUDENTS.
7. ASSIGN WEEKLY STUDY GROUPS.

THINGS TEACHER CAN DO TO ASSIST FACILITATOR:

1. GIVE FACILITATOR COPY OF COURSE SYLLABUS.
2. CALL IF THERE ARE ANY PROBLEMS (x5974).
3. SEND STUDENT TO GET ME IF MENTOR DOSE NOT SHOW UP FOR CLASS.

ROLE OF STUDENT MENTOR:

1. ASSIST STUDENT WITH LEARNING; MAKE SURE STUDENT IS SUCCESSFUL IN CLASS.
2. HELP STUDENT DEVELOP APPROPRIATE PEER INTERACTIONS.

THE INSTRUCTOR.....

**IS NOT RESPONSIBLE FOR STUDENT MENTOR'S ATTENDANCE.

**IS NOT EXPECTED TO SPEND EXTRA TIME WORKING WITH FULLSTREAM STUDENT. THIS IS THE ROLE OF THE STUDENT MENTOR.

**CAN ASK FOR AND GET ASSISTANCE WITH FULLSTREAM STUDENTS.

REMEMBER:

THE FULLSTREAM STUDENT IS AUDITING THE CLASS AND IS NOT REQUIRED TO TAKE TESTS, BUT THE STUDENT IS ENCOURAGED TO TAKE THE TESTS IF THEY WANT. FULLSTREAM STUDENTS ARE REQUIRED TO DO HOMEWORK, LABS, AND PAPERS WITH ASSISTANCE, AND TO PARTICIPATE AS BEST THEY CAN IN THE CLASS.

TOGETHER WE CAN MAKE THE COLLEGE EXPERIENCE A REWARDING ONE FOR ALL STUDENTS. I APPRECIATE THE PATIENCE YOU HAVE SHOWN ME AND YOUR SENSITIVITY TO INDIVIDUAL STUDENT NEEDS.

FULLSTREAM SURVEY

1. WHAT WAS YOUR OVERALL IMPRESSIONS OF PROJECT FULLSTREAM?

2. HOW SUCCESSFUL WAS THE FULLSTREAM STUDENT IN YOUR CLASS?

3. HOW DO YOU FEEL OTHER STUDENTS PERCEIVED HIM/HER?

4. WHAT DO YOU FEEL COULD/SHOULD BE CHANGED TO MAKE FULLSTREAM A MORE SUCCESSFUL PROGRAM?

5. DID YOU FIND THE STUDENT MENTOR HELPFUL? IF SO, HOW? IF NOT, WHY?

THANKS FOR YOUR FEEDBACK. YOUR INPUT WILL HELP MAKE PROJECT FULLSTREAM A STRONGER PROGRAM.

RETURN SURVEY TO TRICIA NAGORSKI/H236 OR CALL AND I WILL COME PICK IT UP.



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Art 191 Design I

Introduction to two-dimensional visual organization dealing with basic elements and principles of design. lab required. 3 credit hours.

ENGL 040 Developmental Writing I

Skills improvement course focusing on basic paragraph and short essay writing. Lab required. 3 credit hours.

ENGL 041 Developmental Writing II

Skills improvement course focusing on advanced paragraph development and medium length essay writing. Lab required. 3 credit hours.

ENGL 050 Developmental Grammar I

A skills improvement course designed to focus on correct grammar, punctuation, and usage. Lab required. 3 credit hours.

HDEV 010 Study Skills

Assessment of learning styles, study habits, and attitudes toward studying. Emphasis on methods and techniques of effective study. 2 credit hours.

HDEV 105 Personal Development

Emphasis on goal-setting to help the student increase self-esteem and develop a satisfying lifestyle. College survival, educational goal setting, and interpersonal relationships are also emphasized. 2 credit hours.

HPED 106 Safety and First Aid

Study of first aid needs of individuals in emergency situations with lectures, demonstrations, and practical experience providing qualified students with American Red Cross certification. 3 credit hours.

HPED 117 Beginning Tennis

Introduction to rules, scoring and fundamentals of singles and doubles tennis play, with emphasis on activity and fitness. 1 credit hour.

HPED 120 Beginning Racquetball

Includes instruction in rules, basic skills and techniques of court play. 1 credit hour.

HPED 123 Beginning Golf

Includes basic fundamentals, history, terminology and scoring of golf. 1 credit hour.

HPED 130 Beginning Aerobic Dance

Teaches rhythmic dance routines for improved physical fitness with heart rate, weight and nutritional status monitored. 1a credit hour.

HPED 133 Beginning Modern Dance

Introduction to the art and discipline of modern dance through analysis of techniques, exploration and composition development. 1 credit hour.

HPED 135 Beginning Jazz Dance

Practice in basic jazz movements including isolations and elementary jumps and turns. Participation in choreographed combinations using different rhythmic structures is also included. 1 credit hour.

HPED 140 Beginning Weight Training and Conditioning

Basic techniques for strength development and cardiovascular conditioning are taught using a variety of exercise equipment. Program tailored to individual. 1 credit hour.

HPED 145 Walking and Fitness

Develop cardiovascular endurance, flexibility and muscle endurance through a vigorous walking program. Program tailored to the individual. 1 credit hour.

HPED 150 Basketball

The fundamental skills and strategies, history, rules and terminology of basketball with student participation in games. 1 credit hour.

HPED 154 Softball

Fundamental skills including throwing, batting, fielding and base running as well as knowledge of the rules and terminology are emphasized along with participation in game situations. 1 credit hour.

HPED 156 Volleyball



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Includes skills and techniques, application of rules and an introduction to offensive and defensive strategies. 1 credit hour.

Math 010 Developmental Math

Review of basic arithmetic operations and introduction to algebra. lab required. 3 credit hours.

PSYC 121 Applied Psychology

A study of the application of psychological knowledge and methodology in business, industry, education, medicine, government, group dynamics and adjustment factors for employment will be emphasized. Lab required. 3 credit hours.

READ 040 Developmental Reading I

Designed to raise the reading level of students reading on levels 6 through 7, by improving skill in vocabulary and comprehension. An individualized approach is used. 1 credit hour.

READ 041 Developmental Reading II

Modular approach to raise reading level of students reading on levels 8 through 9 by improving skills in vocabulary and comprehension. An individualized approach is used. 1 credit hour.

SOC 151 Introduction to Sociology

An introduction to the social science concerned with humans and their relationships with members of the group and social world in which they live. Lab required. 3 credit hours.

## Presenters Addresses

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